

Forestbrook Elementary

4000 Panther Parkway
Myrtle Beach, S.C. 29588

Grades	PK-5 Elementary School	
Enrollment	745 Students	
Principal	Johnny Calder	843-236-8100
Superintendent	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	46	26	3	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes
2006	Excellent	Good	Yes

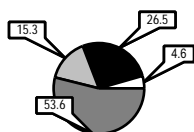
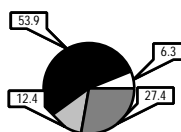
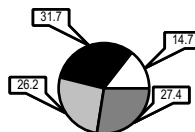
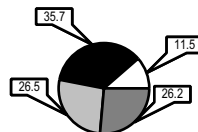
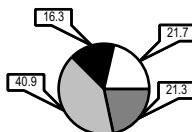
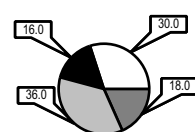
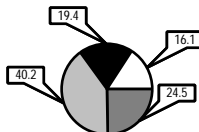
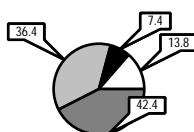
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

89.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	371	99.7	4.0	15.3	54.0	26.6	84.1	Yes	Yes
Gender									
Male	187	100.0	5.6	22.3	50.8	21.2	77.1	N/A	N/A
Female	184	99.5	2.4	7.8	57.5	32.3	91.6	N/A	N/A
Racial/Ethnic Group									
White	319	99.7	3.3	15.0	55.1	26.6	85.0	Yes	Yes
African American	26	100.0	13.0	26.1	34.8	26.1	65.2	I/S	I/S
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	7.1	14.3	50.0	28.6	85.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	309	99.7	1.0	9.0	58.8	31.1	93.1	N/A	N/A
Disabled	62	100.0	19.3	47.4	29.8	3.5	38.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	371	99.7	4.0	15.3	54.0	26.6	84.1	N/A	N/A
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	363	99.7	3.8	15.0	54.5	26.7	84.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	153	99.3	8.1	22.8	52.9	16.2	75.7	Yes	Yes
Full-pay meals	218	100.0	1.4	10.5	54.8	33.3	89.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	371	99.7	6.1	12.1	27.7	54.0	85.3	Yes	Yes
Gender									
Male	187	100.0	7.3	11.7	24.0	57.0	84.9	N/A	N/A
Female	184	99.5	4.8	12.6	31.7	50.9	85.6	N/A	N/A
Racial/Ethnic Group									
White	319	99.7	5.0	11.0	28.9	55.1	87.7	Yes	Yes
African American	26	100.0	21.7	21.7	21.7	34.8	56.5	I/S	I/S
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	7.1	14.3	21.4	57.1	85.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	309	99.7	0.7	9.7	29.1	60.6	93.4	N/A	N/A
Disabled	62	100.0	33.3	24.6	21.1	21.1	43.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	371	99.7	6.1	12.1	27.7	54.0	85.3	N/A	N/A
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	363	99.7	5.9	12.0	27.9	54.3	85.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	153	99.3	11.0	16.9	26.5	45.6	76.5	Yes	Yes
Full-pay meals	218	100.0	2.9	9.0	28.6	59.5	91.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	371	99.7	14.2	26.3	27.7	31.8	59.5
Gender							
Male	187	100.0	16.2	23.5	27.4	33.0	60.3
Female	184	99.5	12.0	29.3	28.1	30.5	58.7
Racial/Ethnic Group							
White	319	99.7	12.0	27.2	28.2	32.6	60.8
African American	26	100.0	43.5	13.0	30.4	13.0	43.5
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	21.4	21.4	21.4	35.7	57.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	309	99.7	6.9	27.0	28.7	37.4	66.1
Disabled	62	100.0	50.9	22.8	22.8	3.5	26.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	371	99.7	14.2	26.3	27.7	31.8	59.5
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	363	99.7	13.5	26.7	28.2	31.7	59.8
Socio-Economic Status							
Subsidized meals	153	99.3	25.0	28.7	24.3	22.1	46.3
Full-pay meals	218	100.0	7.1	24.8	30.0	38.1	68.1

Social Studies							
All Students	371	99.7	11.3	26.3	26.6	35.8	62.4
Gender							
Male	187	100.0	13.4	22.9	26.3	37.4	63.7
Female	184	99.5	9.0	29.9	26.9	34.1	61.1
Racial/Ethnic Group							
White	319	99.7	10.3	26.2	25.9	37.5	63.5
African American	26	100.0	26.1	21.7	30.4	21.7	52.2
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	14.3	28.6	21.4	35.7	57.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	309	99.7	5.2	24.6	30.1	40.1	70.2
Disabled	62	100.0	42.1	35.1	8.8	14.0	22.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	371	99.7	11.3	26.3	26.6	35.8	62.4
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	363	99.7	10.9	26.4	27.0	35.8	62.8
Socio-Economic Status							
Subsidized meals	153	99.3	19.1	32.4	23.5	25.0	48.5
Full-pay meals	218	100.0	6.2	22.4	28.6	42.9	71.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	114	100.0	1.9	6.7	48.6	42.9	91.4
	4	119	100.0	5.5	16.4	55.5	22.7	78.2
	5	112	100.0	7.6	25.7	57.1	9.5	66.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	118	99.2	1.8	11.9	38.5	47.7	86.2
	4	125	100.0	4.3	13.7	63.2	18.8	82.1
	5	128	100.0	5.8	20.0	59.2	15.0	74.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	114	100.0	4.8	9.5	31.4	54.3	85.7
	4	119	100.0	4.5	15.5	27.3	52.7	80.0
	5	112	100.0	4.8	26.7	26.7	41.9	68.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	118	99.2	7.3	10.1	33.0	49.5	82.6
	4	125	100.0	3.4	12.0	30.8	53.8	84.6
	5	128	100.0	7.5	14.2	20.0	58.3	78.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	114	100.0	7.6	21.0	41.0	30.5	71.4
	4	119	100.0	13.6	20.0	24.5	41.8	66.4
	5	112	100.0	22.9	36.2	14.3	26.7	41.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	118	99.2	10.1	20.2	37.6	32.1	69.7
	4	125	100.0	12.0	21.4	26.5	40.2	66.7
	5	128	100.0	20.0	36.7	20.0	23.3	43.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	114	100.0	4.8	16.2	20.0	59.0	79.0
	4	119	100.0	5.5	33.6	24.5	36.4	60.9
	5	112	100.0	14.3	49.5	18.1	18.1	36.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	118	99.2	9.2	13.8	28.4	48.6	77.1
	4	125	100.0	7.7	25.6	29.1	37.6	66.7
	5	128	100.0	16.7	38.3	22.5	22.5	45.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 745)				
First graders who attended full-day kindergarten	97.7%	Up from 87.8%	100.0%	100.0%
Retention rate	1.5%	Up from 1.4%	2.3%	2.8%
Attendance rate	96.0%	Down from 96.2%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.0%	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.1%	0.4%	0.0%
Eligible for gifted and talented	33.0%	Up from 32.4%	16.1%	10.4%
On academic plans	14.3%	N/AV	26.4%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	8.2%	Down from 10.8%	7.5%	7.5%
Older than usual for grade	0.3%	Up from 0.1%	0.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	56.3%	Up from 50.0%	56.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.0%	N/A	2.4%	2.4%
Teachers with emergency or provisional certificates	4.4%	Down from 7.3%	0.0%	0.0%
Teachers returning from previous year	94.7%	Up from 90.4%	89.7%	87.3%
Teacher attendance rate	95.0%	Down from 95.4%	95.0%	94.9%
Average teacher salary	\$45,975	Up 2.8%	\$43,496	\$42,485
Prof. development days/teacher	21.9 days	Up from 21.1 days	12.3 days	13.3 days
School				
Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 22.4 to 1	19.9 to 1	18.6 to 1
Prime instructional time	90.5%	Up from 90.0%	90.2%	89.7%
Dollars spent per pupil*	\$6,819	Up 2.8%	\$6,161	\$6,557
Percent of expenditures for teacher salaries*	62.1%	Down from 66.0%	64.2%	64.0%
Percent of expenditures for instruction*	66.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Forestbrook Elementary School's family experienced many successes during the 2005-2006 school year. We were recognized again by the state's Education Oversight Committee as a school that is Closing the Gap for historically underachieving student groups. Our school was also named a National Blue Ribbon Lighthouse School. We were a host school for the National Blue Ribbon School of Excellence conference with many of our teachers presenting at the state and national level. The State Department named Forestbrook a Palmetto Gold School. Linda Puckett, our guidance counselor, was named a top ten finalist for the Horry County Schools' Teacher of the Year. We also had a very successful year with our service-learning program, which is headed by our student council. This year alone, we were able to provide aid to some of our Forestbrook families who had fallen on hard times, and we participated in the March of Dimes, where we raised over \$25,000, making us the top fundraising school in the state.

The top priority at Forestbrook Elementary School is academic achievement. We continue to strive to move each and every student to higher levels of learning. With our continued use of the Northwest Evaluation Association's Measures of Academic Progress (MAP), we are able to continually study strengths and weaknesses of each child in grades 2 through 5 and chart individual courses for success. Our task is to analyze where our students showed growth, why the growth occurred, and utilize research-based curriculum and instruction decisions so all of our children are academically challenged. Conversely, we must investigate what changes need to be made and where expectations were not met, so that we ensure success for all students. By carefully studying the results of all available data, we are able to help our students reach their maximum potential.

The commitment of all stakeholders in the Forestbrook community has assisted in our test results being considerably higher than district, state, and national averages. We are very proud of our accomplishments and hope that you will share in our pride. Forestbrook Elementary School will continue to deliver award-winning programs and a world-class curriculum that allows all students to build the foundation needed to enable them to become successful lifelong achievers. This report card is a call to action for everyone to be involved in our continuing efforts to constantly improve. Thank you for your support and for sharing the responsibility of the success of our students, of our school, and of our community.

Johnny Calder, Principal

Barbara Rice, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	94	62
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	96.7%	100.0%
Percent satisfied with school-home relations	100.0%	98.9%	100.0%

*Only students at the highest elementary school grade level at this school and their parents were included.